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ABSTRACT

This counselor assessment instrument begins by listing 11 competencies for Mississippi school counselors. They should be able to: (1) organize and administer the guidance program; (2) provide counseling interviews for students during the school year; (3) provide group guidance and counseling with students during the school year; (4) coordinate student appraisal; (5) assist students with career development; (6) assist students with educational planning; (7) assist with referrals; (8) assist in the placement of students in the appropriate educational program and/or job; (9) consult with students, parents, teachers, administrators, and other appropriate individuals; (10) conduct program evaluation; and (11) demonstrate professionalism. Indicators for each competency are enumerated in the next section. This is followed by an explanation of the Mississippi Counselor Rating Instrument with instructions for scoring and steps in the evaluation process for assessing Mississippi counselors. Indicators and examples of counselor competencies are included to assist the school administration in evaluating the school guidance counselor. The American Association for Counseling and Development's statement on ethical standards is included, as is a guidance counselor job description. Counselor evaluation training material is appended.
(NB)

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MISSISSIPPI
COUNSELOR
ASSESSMENT INSTRUMENT

MISSISSIPPI STATE DEPARTMENT
OF
EDUCATION

PREPARED AND DISTRIBUTED BY:

Bureau of Planning and Policy, SDE
Bureau of School Improvement, SDE
Mississippi Counseling Association

Revised May 1987

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MISSISSIPPI COUNSELOR COMPETENCIES

- COMPETENCY I: Organize and administer the guidance program.
- COMPETENCY II: Provide counseling interviews for students during the school year.
- COMPETENCY III: Provide group guidance and counseling with students during the school year.
- COMPETENCY IV: Coordinate student appraisal.
- COMPETENCY V: Assist students with career development.
- COMPETENCY VI: Assist students with educational planning.
- COMPETENCY VII: Assist with referrals.
- COMPETENCY VIII: Assist in the placement of students in the appropriate educational program and/or job.
- COMPETENCY IX: Consult with students, parents, teachers, administrators, and other appropriate individuals.
- COMPETENCY X: Conduct program evaluation.
- COMPETENCY XI. Demonstrate professionalism.

MISSISSIPPI COUNSELOR COMPETENCIES AND INDICATORS

- COMPETENCY I: Organize and administer the guidance program.
- Indicator 1. Administer a student needs assessment.
 - Indicator 2. Organize a Guidance Committee.
 - Indicator 3. Plan guidance activities for the school year.
 - Indicator 4. Demonstrate evidence of personal organization.
- COMPETENCY II: Provide counseling interviews for students during the school year.
- Indicator 5. Schedule appointments for developmental counseling.
 - Indicator 6. Provide time for counseling self-referred students and crisis counseling.
 - Indicator 7. Conduct an interview with new students.
 - Indicator 8. Conduct follow-up of new students.
- COMPETENCY III. Provide group guidance and counseling activities with students during the school year.
- Indicator 9. Develop a calendar for group guidance and counseling activities.
 - Indicator 10. Plan and conduct group guidance and counseling activities throughout the school year.
- COMPETENCY IV: Coordinate student appraisal.
- Indicator 11. Coordinate maintenance of student records.
 - Indicator 12. Coordinate or assist with individual and group testing.
 - Indicator 13. Interpret student information.
 - Indicator 14. Identify students with special needs.
 - Indicator 15. Review student progress at the end of each grading period.

- COMPETENCY V: Assist students with career development.
- Indicator 16. Provide career information.
 - Indicator 17. Assist students in self-awareness.
 - Indicator 18. Explore long-range educational and career plans.
- COMPETENCY VI Provide students with educational planning.
- Indicator 19. Conduct group information sessions on subject selection.
 - Indicator 20. Conduct individual guidance sessions on subject selection.
 - Indicator 21. Communicate with parents on student progress.
 - Indicator 22. Assist in educational planning of students with identified needs.
- COMPETENCY VII. Assist with referrals.
- Indicator 23. Act upon referrals from students, teachers, other professional staff, parents, and agencies.
 - Indicator 24. Assist special education staff with student referrals.
 - Indicator 25. Utilize community resources and agencies in providing services.
 - Indicator 26. Assist students, parents, and teachers in making use of community resources.

- COMPETENCY VIII. Assist in the placement of students in the appropriate educational program and/or job.
- Indicator 27. Assist in appropriate placement of students with special needs.
 - Indicator 28. Provide individual and group guidance for students in course and activity placement.
 - Indicator 29. Assist in grouping students for instructional purposes.
 - Indicator 30. Coordinate activities to assist students in preparing for job placement.
- COMPETENCY IX. Consult with students, parents, teachers, administrators, and other appropriate individuals.
- Indicator 31. Work with family concerning home situations that relate to school attitude and performance.
 - Indicator 32. Work with teachers, administrators, and other staff regarding student attitude, progress, attendance, etc.
- COMPETENCY X. Coordinate program evaluation.
- Indicator 33. Conduct follow-up of students.
 - Indicator 34. Evaluate the guidance program.
 - Indicator 35. Revise program periodically as needed.
- COMPETENCY XI. Demonstrate professionalism.
- Indicator 36. Use correct oral and written communication.
 - Indicator 37. Adhere to board/school policies.
 - Indicator 38. Adhere to the Ethical Standards of the American Association for Counseling and Development.

MISSISSIPPI COUNSELOR RATING INSTRUMENT

MISSISSIPPI COUNSELOR RATING INSTRUMENT

The evaluator will determine whether the counselor performs each of the indicators listed under the competency and will mark "Yes" or "No" in the appropriate response column on the answer sheet (scanner form). The evaluator will record the evidence or information used to determine the status of each indicator, along with any comments.

	YES	NO	EVIDENCE
I. Organize and administer the guidance program.			
1. Administer a student needs assessment.	_____	_____	_____
2. Organize a Guidance Committee.	_____	_____	_____
3. Plan guidance activities for the school year.	_____	_____	_____
4. Demonstrate evidence of personal organization.	_____	_____	_____
II. Provide counseling for students during the school year.			
5. Schedule appointments for developmental counseling.	_____	_____	_____
6. Provide time for counseling self-referred students and crisis counseling.	_____	_____	_____
7. Conduct an interview with new students.	_____	_____	_____
8. Conduct follow-up of new students.	_____	_____	_____
III. Provide group guidance and counseling activities with students during the school year.			
9. Develop a calendar for group guidance and counseling activities.	_____	_____	_____
10. Plan and conduct group guidance and counseling activities throughout the school year.	_____	_____	_____

	YES	NO	EVIDENCE
IV. Coordinate student appraisal.			
11. Coordinate maintenance of student records.	_____	_____	_____
12. Coordinate or assist with individual and group testing.	_____	_____	_____
13. Interpret student information.	_____	_____	_____
14. Identify students with special needs.	_____	_____	_____
15. Review student progress at the end of each grading period.	_____	_____	_____
V. Assist students with career development.			
16. Provide career information.	_____	_____	_____
17. Assist students in self-awareness.	_____	_____	_____
18. Explore long-range educational and career plans. (Jr. High, Sr. High and Vocational Counselors only)	_____	_____	_____
VI. Provide students with educational planning.			
19. Conduct group information sessions on subject selection. (Jr. High and above)	_____	_____	_____
20. Conduct individual guidance sessions on subject selection. (Jr. High and above)	_____	_____	_____
21. Communicate with parents on student progress.	_____	_____	_____
22. Assist in educational planning of students with identified needs.	_____	_____	_____

	YES	NO	EVIDENCE
VII. Assist with referrals.			
23. Act upon referrals from students, teachers other professional staff, parents, and agencies.	_____	_____	_____
24. Assist special education staff with student referrals.	_____	_____	_____
25. Utilize community resources and agencies in providing services.	_____	_____	_____
26. Assist students, parents, and teachers in making use of community resources.	_____	_____	_____
VIII. Assist in the placement of students in the appropriate educational program and/or job.			
27. Assist in appropriate placement of students with special needs.	_____	_____	_____
28. Provide individual and group guidance for students in course and activity placement. (Jr. High and above)	_____	_____	_____
29. Assist in grouping students for instructional purposes.	_____	_____	_____
30. Coordinate activities to assist students in preparing for job placement. (Jr. High and above)	_____	_____	_____
IX. Consult with students, teachers, parents, administrators, and other appropriate individuals.	_____	_____	_____
31. Work with family concerning home situations that relate to school attitude and performance.	_____	_____	_____
32. Work with teachers, administrators, and other staff regarding student attitude, progress, attendance, etc.	_____	_____	_____

	YES	NO	EVIDENCE
X. Coordinate program evaluation.			
33. Conduct follow-up studies of students.	_____	_____	_____
34. Evaluate the guidance program.	_____	_____	_____
35. Revise program periodically as needed.	_____	_____	_____
XI. Demonstrate professionalism.			
36. Use correct oral and written communication.	_____	_____	_____
37. Adhere to board/school policies.	_____	_____	_____
38. Adhere to the Ethical Standards of the American Association for Counseling and Development.	_____	_____	_____

Indicators 18, 19, 20, 28, and 30 apply to Junior High, Senior High, and Vocational Counselors only.

MISSISSIPPI COUNSELOR RATING INSTRUMENT
SCORING PROCEDURES

The evaluator will determine whether the counselor performs each of the indicators listed under the competency and will mark YES, NO, or NA in the appropriate response column on the scanner form.

Eleven Competencies -Thirty-eight Indicators

The following cutoff score for junior high counselors, senior high counselors, and vocational counselors is:

Out of the thirty-eight (38) indicators, thirty (30) indicators must receive a YES answer and eight (8) indicators may receive a NO or NA answer.

$$30 \text{ divided by } 38 = 79\%$$

Indicators 18, 19, 20, 28, and 30 do not apply to elementary counselors. Therefore the following cutoff score for elementary counselors is:

Out of the thirty-three (33) indicators, twenty-five (25) indicators must receive a YES answer and eight (8) indicators may receive a NO or NA answer.

$$25 \text{ divided by } 33 = 76\%$$

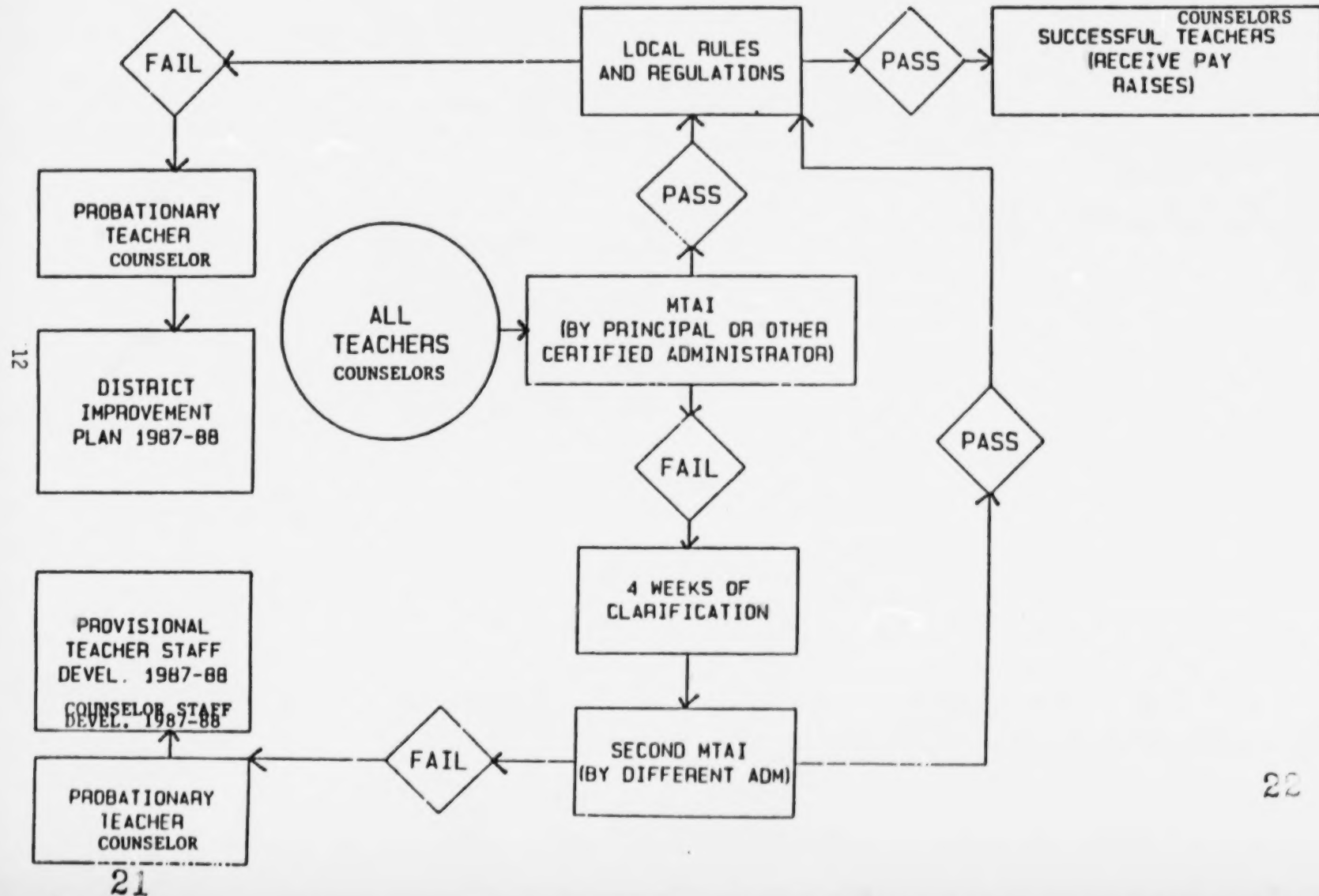
Indicators 3 and 37 MUST receive a YES answer for every counselor in order to receive a satisfactory rating on the Mississippi Counselor Rating Instrument.

MISSISSIPPI COUNSELOR ASSESSMENT INSTRUMENT

STEP

1. Evaluation forms will be sent to counselors and administrators at the beginning of the 1986-87 school year in order for the counselors and the administrators to know what stated competencies are expected.
2. Administrators will be trained to evaluate the counseling competencies at the MTI meetings scheduled during the month of October. (The evaluators should be the administrators to whom the counselor reports.)
3. The Counselor Assessment Instrument will be conducted between the 8th and 15th weeks of school.
4. The scanner forms will be mailed on Friday for processing.
5. Upon receipt of official state scores, a post assessment conference will be conducted with the counselor.
6. If the counselor demonstrates required proficiency the Counselor Assessment Instrument and is in good standing with local rules and regulations, he/she will be eligible for a pay raise.
7. If the counselor fails to demonstrate the required proficiency on the Counselor Assessment Instrument the following process will occur:
 - a. At least a four week period of clarification of the Counselor Assessment Instrument system.
 - b. Clarification period will be an intensive review of pre-assessment training materials, the Counselor Assessment Instrument, and the appraisal process.
8. After the clarification period, a second Counselor Assessment will occur.
 - a. A different certified administrator will conduct the assessment.
 - b. Results will be mailed for processing.
9. If the counselor clears the second Counselor Assessment Instrument and is in good standing with local rules and regulations, he/she will be eligible for a pay raise.
10. If the counselor fails to demonstrate the required proficiency on the second assessment the same procedures listed for the teachers MTAI will be followed. (See FIRST YEAR (1986-87) flow chart.)

FIRST YEAR (1986-87)



COUNSELOR TRAINING MATERIAL

COMPETENCIES, INDICATORS AND PROFICIENCY EXAMPLES

In order to assist the school's administration in evaluating the school guidance counselor, some examples are listed for each indicator.

ALL examples do not have to be observed in order for the indicator to receive a "yes" response.

NOT ALL examples are appropriate for every school setting (i.e. elementary, junior high, senior high, and/or vocational).

MISSISSIPPI COUNSELOR COMPETENCIES, INDICATORS AND PROFICIENCY EXAMPLES

I. Organize and administer the guidance program.

1. Administer a student needs assessment survey.

- Secure and administer the survey. (Ex. Ele. Handbook)
- Tally the results by grade-level, need, school, etc.
- Prepare report of results.
- Communicate results to students and staff.

2. Organize a Guidance Committee.

- Organize Committee to include: administrators, counselors, teachers, parents, community representative, etc.
- Provide orientation on the role of the guidance counselor.
- Meet with guidance committee periodically to review the guidance program and secure input.

3. Plan guidance activities for the school year.

- Meet with the building principal to discuss goals and activities for the school year.
- Meet with other counselors in the school district for workshops.
- Meet with Guidance Committee to present plan of action and receive recommendations.
- Define objectives of the guidance program.
- Determine responsibility of each counselor.
- Develop a guidance calendar, listing on-going and monthly objectives.
- Prepare/Revise and schedule group guidance activities.
- Prepare handouts for various group guidance activities.
- Provide information to students and parents through school publications (i.e. Student Handbook, student handouts, newsletters, checklists, etc.)

4. Demonstrate evidence of personal organization.

- Maintain a calendar of events.
- Maintain a schedule of appointments.
- Have materials readily available for students.
- Complete and return reports as required by appropriate supervisor/building principal.
- Organize guidance office for efficient use.

II. Provide counseling for students during the school year.

5. Schedule appointments for developmental counseling.

- Identify developmental needs at each grade leve and provide counseling activities.
- Review class schedule cards and identify an appropriate time for counseling session.
- Prepare and send guidance appointment slips with date, time, and place.

6. Provide time for counseling self-referred students and crisis counseling.

- Counsel students who have academic difficulty.
- Counsel students who are self-referred or have been referred.

7. Conduct interviews with new students.

- Register new students upon arrival.
- Discuss the school setting and expectations including grade-level, graduation and classes to be taken.
- Arrange a tour of the school.

8. Conduct follow-up of new students.

- Discuss any problems the students may be experiencing.
- Assist and encourage involvement in various activities in the school community.

III. Provide group guidance and counseling activities with students during the school year.

9. Develop a calendar for group guidance and counseling activities.

- Develop a list of guidance activities and a time frame to follow.
- Schedule group activities on various topics (i.e. orientation, testing, career, academic, personal, and social).
- Coordinate guidance activities with administration and staff.

10. Plan and conduct group guidance and counseling throughout the school year.

- Use results of the needs assessment to plan group activities.
- Prepare an outline of group activity content.
- Secure needed resources for group activities.
- State goals and objectives of group guidance activities.
- Provide group activities for selected populations on:
 - Orientation
 - Registration
 - Testing
 - Post-high school experiences/plans
 - College
 - Military
 - Marriage
 - Job
 - Career and college day/night activities
 - Career day program
 - Personal and social concerns
 - Communication skills
 - Decision making skills
 - Drug and alcohol abuse
 - Stress
 - Teenage suicide
 - Group pressure
 - Family mobility

IV. Coordinate student appraisal.

11. Coordinate maintenance of student records.

- Coordinate the requesting of records for new students.
- Coordinate the translating of course titles and grading scales and updating transfer record to the state cumulative record system.
- Coordinate the recording of subjects, grades, unit summary, attendance, and activities on the cumulative record.
- Coordinate the transfer of records/transcript upon request of the transfer school/college/parent.
- Review cumulative folder for completeness.

12. Coordinate or assist with group and individual testing.

- Assist in formulating testing program.
- Coordinate the administration and scoring of tests.

13. Interpret student information.

- Provide teachers and other professional staff with pertinent information from the cumulative record.
- Interpret transfer grades to teachers.
- Interpret test results and reports to students, parents, teachers, and administrators.

14. Identify students with special needs.

- Assist teachers with students who are experiencing difficulty.
- Review test scores and student information to identify students in need of referral.
- Schedule students in appropriate educational programs based on transfer record, test results, and teacher, parent, or administrator's recommendation.

15. Review student progress at the end of each grading period.

- Conduct individual counseling sessions with students who are experiencing academic difficulties.
- Counsel seniors in danger of not meeting the requirements for graduation.
- Provide parents with copies of evaluations made on seniors experiencing failures or academic difficulties.
- Make adjustments in schedules as needed.
- Notify teachers of requests for progress reports.
- Assist parents by coordinating progress report preparation.
- Follow through with parents and teachers regarding the progress reports.
- Notify parents of end-of-the year failures.
- Consult with the administration, when necessary, concerning changes in schedules for students.
- Compute quality point average and determine rank-in-class.

V. Assist students with career development.

16. Provide career information.

- Conduct career orientation program.
- Develop and supervise a career information center.
- Consult with administrators and teachers in the development and infusion of career units into the curriculum.
- Publish career newsletters (or provide information for school or community newspapers).
- Conduct individual and group conferences with students seeking assistance in career planning.
- Provide students with appropriate literature, including tests required for college admission or employment, regarding post-high school options.
- Coordinate visitation from college representatives or student visits to colleges.
- Organize and coordinate classroom visitation, field trips, and special career emphasis programs and activities.
- Assist teachers with career materials.

17. Assist students in self-awareness.

- Provide career-related assessment.
- Interpret interest/personality inventories, aptitude/achievement scores, and classroom achievement during group and individual sessions.
- Provide students and parents with adequate information relative to realistic career opportunities and educational planning.
- Conduct group self-awareness activities.

18. Explore long-range educational and career plans.

- Establish career profile/plan on students.
- Acquaint students with the availability and use of career information at the school.
- Conduct individual and group guidance sessions based on educational and career plans.

VI. Provide students with educational planning.

19. Conduct group information sessions on subject selection.

- Provide orientation for students from feeder schools.
- Assist with registration.
- Provide information for subject selection.
- Complete subject selection forms with students.
- Provide grade-level and graduation requirements.
- Assist students in developing a four-year Plan of Study.
- Inform students of summer school requirements/courses.
- Provide information on district and state-wide testing programs.
- Interpret test results as they relate to educational planning.

20. Conduct individual guidance sessions on subject selection.

- Provide orientation.
- Assist with registration.
- Provide information for subject selection.
- Provide grade-level and graduation requirements.
- Assist students in a four-year Plan of Study.
- Inform students of summer school requirements/courses.
- Review achievement records.
- Interpret test scores.
- Conduct follow-up conferences with students when appropriate.

21. Communicate with parents on student progress.

- Provide information on programs of the school (newsletters, student handbook, guidance bulletin, subject choice cards, guidance check list, etc.).
- Arrange parent, teacher, counselor, and/or principal conferences.
- Notify parents of grade-level and/or course failures and give appropriate information regarding remediation.
- Communicate with parents of students who are making unsatisfactory progress.
- Secure progress reports requested by parents.
- Provide parents with options concerning tutorial assistance, social adjustment, etc.

VI. (Con't)

22. Assist in educational planning of students with identified needs.

- Advise students of college entrance requirements.
- Provide financial aid information.
- Assist with application completion.
- Receive referrals and consult with teachers who have students experiencing difficulties.
- Identify students who have special handicaps and provide information to appropriate personnel.
- Work with special education staff and teachers in the referral-to-placement process for in-school programs.
- Be familiar with referral services outside the school.
- Assist parents and students in the referral process.
- Recommend change in placement and/or teacher strategy.
- Review placement of students who are experiencing difficulty.
- Promote effective study habits and decision making skills.
- Interpret test results.
- Assist in the development of social skills.
- Complete necessary adjustments in subject choice card as needed.

VII. Assist with referrals.

23. Act upon referrals from students, teachers, other professional staff, parents and agencies.

- Work with the individuals making the referral.
- Assist the student being referred.

24. Assist special education staff with student referrals.

- Be familiar with guidelines and procedures involved in providing services for exceptional students.
- Work with the Local Survey Committee in determining placement of students.

25. Utilize community resources and agencies in providing services.

- Develop a list of community agencies and contact persons.
- Be familiar with referral procedures and guidelines.
- Assist out-of-school agency personnel who are working with students.
- Maintain a file of referral forms.
- Acquaint parents with available services.

26. Assist students, parents, and teachers in using community resources.

- Maintain a file of alternative schools and alternatives to school.
- Counsel and assist parents/students in obtaining information about alternatives to their present school environment.
- Counsel parents and students about agencies which could be of assistance.
- Establish and follow a system of referral procedures.
- Complete referral forms as needed.
- Follow up referred students' status.

VIII. Assist in the placement of students in the appropriate educational program and/or job.

27. Assist in appropriate placement of students with special needs.

- Be familiar with guidelines and procedures involved in the referral-to-placement process.
- Assist teachers in completing referral forms.
- Work with Local Survey Committee in determining placement for students.
- Conduct individual parent conferences for any student being considered for placement in special educational programs.

28. Provide individual and group guidance for students in course and activity placement.

- Conduct orientation program for students from feeder schools.
- Arrange schedule to meet with students from feeder schools.
- Work with special education staff on placement of students receiving special assistance.
- Set deadline for completion of subject choice forms.
- Evaluate new students' records for appropriate subject choice selections and placements.
- Make necessary adjustments in placement as needed.
- Advise students of grade-level failure.
- Advise students of need to attend summer school.
- Assist summer school students in course selection.
- Assist the student in completing the necessary paperwork for grade to grade and/or post-school options.
- Provide students with orientation and counseling to assist in smooth transition and adjustment to a new grade or school setting.

29. Assist in grouping students for instructional purposes.

- Identify students who need remedial instruction and make appropriate placements.
- Identify gifted students and make appropriate placements.
- Assist in grouping for instruction in the classroom.

30. Coordinate activities to assist students in preparing for job placements.

- Assist students who are applying for vocational programs.
- Provide job referral/placement service for students.
- Conduct group sessions for students on job-seeking skills, i.e., interview, application, resume.
- Communicate with appropriate post-high school personnel on behalf of the students so as to provide for the transition from high school to employment, military, and/or further education.
- Assist students in preparing for post-high school employment, and/or training by conducting group employability skill training sessions.

IX. Consult with students, teachers, parents, administrators, and other appropriate individuals.

31. Work with the family concerning home situations that relate to school attitude and performance.

--Provide individual guidance for parents regarding their child.

--Arrange parent, teacher, and/or administrator conferences.

--Participate in parent, teacher and/or conferences.

32. Work with teachers, administrators, and other staff regarding student attitude, progress, attendance, etc.

--Work with teachers and administrators who refer students experiencing academic, attendance, and/or attitudinal problems.

--Assist teachers and other professional staff in interpretation of data from cumulative records and test results.

--Arrange parent, teacher, and/or administrator conferences.

--Participate in parent, teacher, and/or administrator conferences.

X. Coordinate program evaluation.

33. Conduct follow-up of students.

- Determine goals to be accomplished by follow-up.
- Devise appropriate questionnaires, interview techniques, and other activities to achieve stated objectives.
- Assemble and summarize data.
- Engage in follow-up designated by the administration and/or agencies.
- Use data to recommend program changes.

34. Evaluate the guidance program.

- Compile report of counseling activities.
- Use checklist of objectives and activities to determine if program has been implemented.
- Evaluate time-table as established by guidance calendar.

35. Revise program periodically as needed.

- Revise the program as indicated from results of evaluation.
- Develop guidance calendar for next school year.
- Complete inventory of supplies/materials.
- Make requisition for materials/supplies.

XI. Demonstrate professionalism.

36 Use correct oral and written communication.

- Speech is understandable and appropriate.
- Written material is grammatically correct.

37. Adhere to board/school policies.

- Be familiar with board policies and administrative procedures.
- Conduct activities according to policies and procedures.

38. Adhere to the Ethical Standards of the American Association for Counseling and Development.

- Obtain a copy of the current AACD Ethical Standards.
- Become familiar with the Ethical Standards.
- Include information regarding ethical behavior of counselors in faculty orientation activities.
- Membership in recognized professional organizations.

AACD ETHICAL STANDARDS



Ethical Standards

American Association for Counseling and Development

(Approved by Executive Committee upon referral of the Board of Directors, January 17, 1981).

PREAMBLE

The Association is an educational, scientific, and professional organization whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and thus to the service of society.

The Association recognizes that the role definitions and work settings of its members include a wide variety of academic disciplines, levels of academic preparation and agency services. This diversity reflects the breadth of the Association's interest and influence. It also poses challenging complexities in efforts to set standards for the performance of members, desired requisite preparation or practice, and supporting social, legal, and ethical controls.

The specification of ethical standards enables the Association to clarify to present and future members and to those served by members, the nature of ethical responsibilities held in common by its members.

The existence of such standards serves to stimulate greater concern by members for their own professional functioning and for the conduct of fellow professionals such as counselors, guidance and student personnel workers, and others in the helping professions. As the ethical code of the Association, this document establishes principles that define the ethical behavior of Association members.

Section A: General

1. The member influences the development of the profession by

continuous efforts to improve professional practices, teaching, services, and research. Professional growth is continuous throughout the member's career and is exemplified by the development of a philosophy that explains why and how a member functions in the helping relationship. Members must gather data on their effectiveness and be guided by the findings.

2. The member has a responsibility both to the individual who is served and to the institution within which the service is performed to maintain high standards of professional conduct. The member strives to maintain the highest levels of professional services offered to the individuals to be served. The member also strives to assist the agency, organization, or institution in providing the highest caliber of professional services. The acceptance of employment in an institution implies that the member is in agreement with the general policies and principles of the institution. Therefore the professional activities of the member are also in accord with the objectives of the institution. If, despite concerted efforts, the member cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy conducive to the positive growth and development of clients, then terminating the affiliation should be seriously considered.

3. Ethical behavior among professional associates, both members and nonmembers, must be expected at all times. When information is possessed that raises doubt as to the ethical behavior of professional colleagues, whether Association members or not, the member must take action to attempt to rectify such a condition. Such action shall use the institution's channels first and then use procedures established by the state Branch, Division, or Association.

4. The member neither claims nor implies professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by others.

5. In establishing fees for professional counseling services, members must consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, assistance must be provided in finding comparable services of ac-

ceptable cost.

6. When members provide information to the public or to subordinates, peers or supervisors, they have a responsibility to ensure that the content is general, unidentified client information that is accurate, unbiased, and consists of objective, factual data.

7. With regard to the delivery of professional services, members should accept only those positions for which they are professionally qualified.

8. In the counseling relationship the counselor is aware of the intimacy of the relationship and maintains respect for the client and avoids engaging in activities that seek to meet the counselor's personal needs at the expense of that client. Through awareness of the negative impact of both racial and sexual stereotyping and discrimination, the counselor guards the individual rights and personal dignity of the client in the counseling relationship.

Section B: Counseling Relationship

This section refers to practices and procedures of individual and/or group counseling relationships.

The member must recognize the need for client freedom of choice. Under those circumstances where this is not possible, the member must apprise clients of restrictions that may limit their freedom of choice.

1. The member's primary obligation is to respect the integrity and promote the welfare of the client(s), whether the client(s) is (are) assisted individually or in a group relationship. In a group setting, the member is also responsible for taking reasonable precautions to protect individuals from physical and/or psychological trauma resulting from interaction within the group.

2. The counseling relationship and information resulting therefrom be kept confidential, consistent with the obligations of the member as a professional person. In a group counseling setting, the counselor must set a norm of confidentiality regarding all group participants' disclosures.

3. If an individual is already in a counseling relationship with another professional person, the member does not enter into a counseling relationship without first contacting and receiving the approval of that other professional. If the member discovers that the client is in another counseling relationship after the counseling relationship begins, the member must gain the consent of the other professional or terminate the relationship, unless the client elects to terminate the other relationship.

4. When the client's condition indicates that there is clear and imminent danger to the client or others, the member must take reasonable personal action or inform responsible authorities. Consultation with other professionals must be used where possible. The assumption of responsibility for the client(s) behavior must be taken only after careful deliberation. The client must be involved in the resumption of responsibility as quickly as possible.

5. Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings, and other documents, are to be considered professional information for use in counseling and they should not be considered a part of the records of the institution or agency in which the counselor is employed unless specified by state statute or regulation. Revelation to others of counseling material must occur only upon the expressed consent of the client.

6. Use of data derived from a counseling relationship for purposes of counselor training or research shall be confined to content that can be disguised to ensure full protection of the identity of the subject client.

7. The member must inform the client of the purposes, goals, techniques, rules of procedure and limitations that may affect the relationship, at or before the time that the counseling relationship is entered.

8. The member must screen prospective group participants, especially when the emphasis is on self-understanding and growth through self-disclosure. The member must maintain an awareness of the group participants' compatibility throughout the life of the group.

9. The member may choose to consult with any other professionally competent

person about a client. In choosing a consultant, the member must avoid placing the consultant in a conflict of interest situation that would preclude the consultant's being a proper party to the member's efforts to help the client.

10. If the member determines an inability to be of professional assistance to the client, the member must either avoid initiating the counseling relationship or immediately terminate that relationship. In either event, the member must suggest appropriate alternatives. (The member must be knowledgeable about referral resources so that a satisfactory referral can be initiated). In the event the client declines the suggested referral, the member is not obligated to continue the relationship.

11. When the member has other relationships, particularly of an administrative, supervisory and/or evaluative nature with an individual seeking counseling services, the member must not serve as the counselor but should refer the individual to another professional. Only in instances where such an alternative is unavailable and where the individual's situation warrants counseling intervention should the member enter into and/or maintain a counseling relationship. Dual relationships with clients that might impair the member's objectivity and professional judgment (e.g., as with close friends or relatives, sexual intimacies with any client) must be avoided and/or the counseling relationship terminated through referral to another competent professional.

12. All experimental methods of treatment must be clearly indicated to prospective recipients and safety precautions are to be adhered to by the member.

13. When the member is engaged in short-term group treatment/training programs (e.g., marathons and other encounter-type or growth groups), the member ensures that there is professional assistance available during and following the group experience.

14. Should the member be engaged in a work setting that calls for any variation from the above statements, the member is obligated to consult with other professionals whenever possible to consider justifiable alternatives.

Section C: Measurement and Evaluation

The primary purpose of educational and psychological testing is to provide descriptive measures that are objective and interpretable in either comparative or absolute terms. The member must recognize the need to interpret the statements that follow as applying to the whole range of appraisal techniques including test and non-test data. Test results constitute only one of a variety of pertinent sources of information for personnel, guidance, and counseling decisions.

1. The member must provide specific orientation or information to the examinee(s) prior to and following the test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, the member must recognize the effects of socioeconomic, ethnic and cultural factors on test scores. It is the member's professional responsibility to use additional unvalidated information carefully in modifying interpretation of the test results.

2. In selecting tests for use in a given situation or with a particular client, the member must consider carefully the specific validity, reliability, and appropriateness of the test(s). General validity, reliability and the like may be questioned legally as well as ethically when tests are used for vocational and educational selection, placement, or counseling.

3. When making any statements to the public about tests and testing, the member must give accurate information and avoid false claims or misconceptions. Special efforts are often required to avoid unwarranted connotations of such terms as *IQ* and *grade equivalent scores*.

4. Different tests demand different levels of competence for administration, scoring, and interpretation. Members must recognize the limits of their competence and perform only those functions for which they are prepared.

5. Tests must be administered under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions must be noted and the results designated as invalid or of questionable validity. Unsupervised or inadequately supervised test-taking, such as the use of tests through the mails, is considered unethical. On the other hand, the use of instruments that are so designed or standardized to be self-administered and self-scored, such as interest inventories, is to be encouraged.

6. The meaningfulness of test results used in personnel, guidance, and counseling functions generally depends on the examinee's unfamiliarity with the specific items on the test. Any prior coaching or dissemination of the test materials can invalidate test results. Therefore, test security is one of the professional obligations of the member. Conditions that produce most favorable test results must be made known to the examinee.

7. The purpose of testing and the explicit use of the results must be made known to the examinee prior to testing. The counselor must ensure that instrument limitations are not exceeded and that periodic review and/or retesting are made to prevent client stereotyping.

8. The examinee's welfare and explicit prior understanding must be the criteria for determining the recipients of the test results. The member must see that

specific interpretation accompanies any release of individual or group test data. The interpretation of test data must be related to the examinee's particular concerns.

9. The member must be cautious when interpreting the results of research instruments possessing insufficient technical data. The specific purposes for the use of such instruments must be stated explicitly to examinees.

10. The member must proceed with caution when attempting to evaluate and interpret the performance of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.

11. The member must guard against the appropriation, reproduction, or modifications of published tests or parts thereof without acknowledgment and permission from the previous publisher.

12. Regarding the preparation, publication and distribution of tests, reference should be made to:

a. *Standards for Educational and Psychological Tests and Manuals*, revised edition, 1974, published by the American Psychological Association on behalf of itself, the American Educational Research Association and the National Council on Measurement in Education.

b. The responsible use of tests: A position paper of AMEG, APGA, and NCME. *Measurement and Evaluation in Guidance*, 1972, 3, 385-388.

c. "Responsibilities of Users of Standardized Tests," APGA, *Guidepost*, October 5, 1978, pp. 3-8.

Section D: Research and Publication

1. Guidelines on research with human subjects shall be adhered to, such as:

a. *Ethical Principles in the Conduct of Research with Human Participants*, Washington, D.C.: American Psychological Association, Inc., 1973.

b. Code of Federal Regulations, Title 43, Subtitle A, Part 46, as currently issued.

2. In planning any research activity dealing with human subjects, the member must be aware of and responsive to all pertinent ethical principles and ensure that the research problem, design, and execution are in full compliance with them.

3. Responsibility for ethical research practice lies with the principal researcher, while others involved in the research activities share ethical obligation and full responsibility for their own actions.

4. In research with human subjects, researchers are responsible for the subjects' welfare throughout the ex-

periment and they must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.

5. All research subjects must be informed of the purpose of the except when withholding information providing misinformation to them is essential to the investigation. In such research the member must be responsible for corrective action as soon as possible following completion of the research.

6. Participation in research must be voluntary. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects and is essential to the investigation.

7. When reporting research results, explicit mention must be made of all variables and conditions known to the investigator that might affect the outcome of the investigation or the interpretation of the data.

8. The member must be responsible for conducting and reporting investigations in a manner that minimizes the possibility that results will be misleading.

9. The member has an obligation to make available sufficient original research data to qualified others who may wish to replicate the study.

10. When supplying data, aiding in the research of another person, reporting research results, or in making original data available, due care must be taken to disguise the identity of subjects in the absence of sp. authorization from such subjects to do otherwise.

11. When conducting and reporting research, the member must be familiar with, and give recognition to, previous work on the topic, as well as to observe all copyright laws and follow the principles of giving full credit to all to whom credit is due.

12. The member must give due credit through joint authorship acknowledgment, footnote statements or other appropriate means to those who have contributed significantly to the research and/or publication, in accordance with such contributions.

13. The member must communicate to other members the results of a research judged to be of professional or scientific value. Results reflecting on favorably on institutions, programs, services, or vested interests must not be withheld for such reasons.

14. If members agree to cooperate with another individual in research and/or publication, they incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information required.

15. Ethical practice requires authors not submit the same manuscript or one essentially similar in content, for simultaneous publication consideration

by two or more journals. In addition, manuscripts published in whole or in substantial part, in another journal or published work should not be submitted for publication without acknowledgment and permission from a previous publication.

Section E: Consulting

Consultation refers to a voluntary relationship between a professional helper and help-needing individual, group or social unit in which the consultant is providing help to the client(s) in defining and solving a work-related problem or potential problem with a client or client system. (This definition is adapted from Kurpius, DeWayne, "Consultation theory and process: An integrated model. *Personnel and Guidance Journal*, 1978, 56.

1. The member acting as consultant must have a high degree of self-awareness of his/her own values, knowledge, skills, limitations, and needs in entering a helping relationship that involves human and/or organizational change and that the focus of the relationship be on the issues to be resolved and not on the person(s) presenting the problem.

2. There must be understanding and agreement between member and client for the problem definition, change goals, and predicated consequences of interventions selected.

3. The member must be reasonably certain that she/he or the organization represented has the necessary competencies and resources for giving the kind of help that is needed now or may develop later and that appropriate referral resources are available to the consultant.

4. The consulting relationship must be one in which client adaptability and growth toward self-direction are encouraged and cultivated. The member must maintain this role consistently and not become a decision maker for the client or create a future dependency on the consultant.

5. When announcing consultant availability for services, the member conscientiously adheres to the Association's Ethical Standards.

6. The member must refuse a private fee or other remuneration for consultation with persons who are entitled to these services through the member's employing institution or agency. The policies of a particular agency may make explicit provisions for private practice with agency clients by members of its staff. In such instances, the clients must be apprised of other options open to them should they seek private counseling services.

Section F: Private Practice

1. The member should assist the profession by facilitating the availability of counseling services in private as well as public settings.

2. In advertising services as a private practitioner, the member must advertise the services in such a manner so as to accurately inform the public as to services, expertise, profession, and techniques of counseling in a professional manner. A member who assumes an executive leadership role in the organization shall not permit his/her name to be used in professional notices during periods when not actively engaged in the private practice of counseling.

The member may list the following: highest relevant degree, type and level of certification or license, type and/or description of services, and other relevant information. Such information must not contain false, inaccurate, misleading, partial, out-of-context, or deceptive material or statements.

3. Members may join in partnership/corporation with other members and/or other professionals provided that each member of the partnership or corporation makes clear the separate specialties by name in compliance with the regulations of the locality.

4. A member has an obligation to withdraw from a counseling relationship if it is believed that employment will result in violation of the *Ethical Standards*. If the mental or physical condition of the member renders it difficult to carry out an effective professional relationship or if the member is discharged by the client because the counseling relationship is no longer productive for the client, then the member is obligated to terminate the counseling relationship.

5. A member must adhere to the regulations for private practice of the locality where the services are offered.

6. It is unethical to use one's institutional affiliation to recruit clients for one's private practice.

Section G: Personnel Administration

It is recognized that most members are employed in public or quasi-public institutions. The functioning of a member within an institution must contribute to the goals of the institution and vice versa if either is to accomplish their respective goals or objectives. It is therefore essential that the member and the institution function in ways to (a) make the institution's goals explicit and public; (b) make the member's con-

tribution to institutional goals specific; and (c) foster mutual accountability for goal achievement.

To accomplish these objectives, it is recognized that the member and the employer must share responsibilities in the formulation and implementation of personnel policies.

1. Members must define and describe the parameters and levels of their professional competency.

2. Members must establish interpersonal relations and working agreements with supervisors and subordinates regarding counseling or clinical relationships, confidentiality, distinction between public and private material, maintenance, and dissemination of recorded information, work load and accountability. Working agreements in each instance must be specified and made known to those concerned.

3. Members must alert their employers to conditions that may be potentially disruptive or damaging.

4. Members must inform employers of conditions that may limit their effectiveness.

5. Members must submit regularly to professional review and evaluation.

6. Members must be responsible for in-service development of self and/or staff.

7. Members must inform their staff of goals and programs.

8. Members must provide personnel practices that guarantee and enhance the rights and welfare of each recipient of their service.

9. Members must select competent persons and assign responsibilities compatible with their skills and experiences.

Section H: Preparation Standards

Members who are responsible for training others must be guided by the preparation standards of the Association and relevant Division(s). The member who functions in the capacity of trainer assumes unique ethical responsibilities that frequently go beyond that of the member who does not function in a training capacity. These ethical responsibilities are outlined as follows:

1. Members must orient students to program expectations, basic skills development, and employment prospects prior to admission to the program.

2. Members in charge of learning experiences must establish programs that integrate academic study and supervised practice.

3. Members must establish a program directed toward developing students' skills, knowledge, and self-understanding, stated whenever possible in competency or performance terms.

4. Members must identify the levels of competencies of their students in compliance with relevant Division standards. These competencies must accommodate the para-professional as well as the professional.

5. Members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. The instructor must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.

6. Members must provide a program that includes training in research commensurate with levels of role functioning. Para-professional and technician-level personnel must be trained as consumers of research. In addition, these personnel must learn how to evaluate their own and their program's effectiveness. Graduate training, especially at the doctoral level, would include preparation for original research by the member.

7. Members must make students aware of the ethical responsibilities and standards of the profession.

8. Preparatory programs must encourage students to value the ideals of service to individuals and to society. In this regard, direct financial remuneration or lack thereof must not influence the quality of service rendered. Monetary considerations must not be allowed to overshadow professional and humanitarian needs.

9. Members responsible for educational programs must be skilled as teachers and practitioners.

10. Members must present thoroughly varied theoretical positions so that students may make comparisons and have the opportunity to select a position.

11. Members must develop clear policies within their educational institutions regarding field placement and the roles of the student and the instructor in such placements.

12. Members must ensure that forms of learning focusing on self-understanding or growth are voluntary, or if required as part of the education program, are made known to prospective students prior to entering the program. When the education program offers a growth experience with an emphasis on self-disclosure or other relatively intimate or personal involvement, the member must have no administrative, supervisory, or evaluating authority regarding the participant.

13. Members must conduct an educational program in keeping with the current relevant guidelines of the Association and its Divisions.

GUIDANCE COUNSELOR
JOB DESCRIPTION

JOB DESCRIPTION

TITLE: Guidance Counselor

QUALIFICATIONS:

1. Hold a standard teaching certificate.
2. Complete an approved master's degree program for guidance counselors.
3. Score at or above the proficiency level on the specialty area test for guidance counselor.

OR

1. Complete an approved master's degree program for guidance counselors which includes a full year internship.
2. Score at or above the proficiency level on the core battery of the NTE and the specialty area test for guidance counselors.

A provisional certificate will be awarded when these requirements have been met. Upon successful completion of the provisional period, a standard certificate will be issued.

REPORT TO:

1. Principal
2. Director of Guidance Services

JOB GOAL: To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans.

PERFORMANCE RESPONSIBILITIES:

1.0 Program Development and Evaluation (Competencies I and X)

- A. Bases goals, objectives, and activities of the guidance program on the results of a student needs assessment survey.
- B. Organizes a guidance committee which functions in an advisory capacity, to review the goals and activities of the guidance program and to provide input and evaluation; submits the goals and activities to the building principal for input and approval.
- C. Develops a guidance calendar which lists on-going and monthly objectives and activities; identifies specific responsibilities; secures sufficient supplies and materials to implement the program.
- D. Secures and makes available to students information and material on further educational opportunities, personal growth and development, and occupational/vocational opportunities and trends.

- E. Develops procedures for program evaluation, e.g., (1) total number and/or types of contacts, (2) check-lists of objectives and activities to determine implementation, (3) input from faculty, students, and parents, (4) submits written evaluation to appropriate supervisory personnel, and (5) revises the program when evaluation indicates change is needed.

2.0 Counseling and Consultation (Competencies II,III, and IX)

- A. Schedules individual developmental counseling for students; provides time in the daily schedule for student-referred interviews, referrals by other, and crisis situations.
- B. Plans and implements group guidance activities based on mutual needs of students as determined by the needs assessment.
- C. Consults with parents, teachers, administrators and programs available to/for students, test interpretation, grade-level promotion and graduation status; job market opportunities, college admission standards and procedures, etc.
- D. Prepares a list of contact personnel in agencies and programs outside the school setting of services not readily available at the school.
- E. Follows up on conferences with students, parents, faculty, administrators, and appropriate agency and program personnel.

3.0 Student Appraisal (Competency IV)

- A. Supervises the maintenance and disposition of student records.
- B. Administers individual and group achievement and aptitude tests.
- C. Interpretes test results to appropriate parties and enters (or supervises the entering of) test results into the cumulative record system.
- D. Identifies students that need special educational experiences.
- E. Reviews student progress at the end of each grading period and takes appropriate action when unsatisfactory progress is evident, e.g., counseling, developing study skills, reviewing academic placement, advising and working with parents, referring and/or recommending a different educational program.

4.0 Academic Advisement and Educational and Career Planning (Competency V and VI)

- A. Registers and orients new students throughout the school year; provides orientation to students from "feeder" schools; conducts annual registration for all students.
- B. Provides students with information on school policies, guidance services, activities, competency testing, and grade-level, *graduation, and *college admission requirements.
- C. Provides students with career material and information, and information on post-high school educational opportunity; *supervises preparation and processing of college, scholarship, and employment applications; *writes letters of recommendation; *provides information to colleges, employers, military in compliance with PL 93-380.

- D. Apprises parents of actions by counselors on behalf of students.
- E. Consults with administrators and teachers in the development of curriculum which meets the needs, interests, and activities of students.

5.0 Referral, Placement, and Follow-Up (Competencies VII, VIII, and X)

- A. Counsels, advises, and/or places the students in their next step of normal educational progression.
- B. Receives and acts upon referrals from teachers and other professional staff, parents, and agencies.
- C. Assist parents in effective use of referral sources by such activities as (1) identifying students who need special assistance, (2) maintaining a file of alternative programs and schools, including contact persons, (3) counseling parents and students about alternatives available, (4) completing referral forms, (5) following up on student's progress.
- D. Utilizes community resources and agencies for services not available in the school or school district.
- E. Conducts follow-up studies on students who have dropped out, progressed to the next educational level, and/or *graduated with results utilized in evaluation of the total school program.

6.0 Professional Responsibilities and Development (Competency XI)

- A. Organizes office for effective use, is readily available to students.
- B. Provides occupational and educational information/material to students.
- C. Maintains a list of contacts and a working relationship with appropriate personnel in the public and private sector.
- D. Maintains a calendar of events and a schedule of appointments; completes and submits reports to the appropriate supervisory personnel upon request or schedule.
- E. Keeps informed of developments within the profession; maintains active membership in appropriate organization; participates in staff development programs.

*Does not apply to junior/middle nor elementary school counselors.

COUNSELOR EVALUATION TRAINING MATERIAL

COUNSELOR EVALUATION
TRAINING MATERIAL

NAME _____
SCHOOL/DISTRICT _____

COMPETENCY I. Organize and administer the guidance program.

PRINCIPAL: How have you organized your guidance program for this school year?

COUNSELOR: Each year I administer a student needs assessment and with input from our Guidance Committee, I review and revise the schools guidance program for the year. Here is a copy of the guidance program plans you approved at the beginning of the school year.

PRINCIPAL: I've come to appreciate the way you organize your counseling activities.

COUNSELOR: Thank you for your interest in the Guidance Program.

Indicator 1. Administer a student needs assessment. Yes _____ No _____

Indicator 2. Organize a Guidance Committee Yes _____ No _____

Indicator 3. Plan guidance activities for the school year. Yes _____ No _____

Indicator 4. Demonstrate evidence of personal organization. Yes _____ No _____

COUNSELOR EVALUATION
TRAINING MATERIAL

COMPETENCY II. Provide counseling for students during the school year.

PRINCIPAL: Do you provide counseling interviews for students during the year?

COUNSELOR: Yes, I have a schedule here with my appointments for this month. As you can see I also have a period during the day set aside for students to come to see me on their own. And I make time to handle any crisis situation that occurs during the day.

PRINCIPAL: What do you do about new students who come to us during the year?

COUNSELOR: I use these forms to register and schedule these students into classes. According to my log, I have registered 14 new students so far this year. During the interview with the new student, I cover the important points in the student handbook, especially those parts that directly pertain to the student's responsibilities at our school. The student and I also explore his immediate and long-range plans and goals. Based on this discussion, we make out a class schedule. I also point out various extra-curricular activities in which the student can participate. After our interview, I have one of the student assistants take the student on a tour of the school.

PRINCIPAL: Do you see these new students any other time?

COUNSELOR: Well, I have such a tight schedule. I'm not planning to do that this year. I may see some of them in the halls, but I don't plan to call them into my office.

Indicator 5. Schedule appointments for developmental counseling. Yes _____ No _____

Indicator 6. Provide time for counseling self-referred students and crisis counseling. Yes _____ No _____

Indicator 7. Conduct an interview with new students. Yes _____ No _____

Indicator 8. Conduct follow-up of new students. Yes _____ No _____

COUNSELOR EVALUATION
TRAINING MATERIAL

COMPETENCY III. Provide group guidance and counseling activities with students during the school year.

PRINCIPAL: I have heard so many good things from students and teachers about your various group activities.

COUNSELOR: Thank you for sharing that with me. Group activities are an important part of our program. A calendar for all group activities is developed based on the needs assessment we discussed earlier. Nine programs are scheduled so that I see each student in his homeroom once a month. I also organize small groups for students with special needs such as underachievers and students with social adjustment problems. Once the topics have been chosen, specific plans are developed based on resources, new research, and previous activities. I also decide how to determine the effectiveness of the activity as I plan.

Indicator 9. Develop a calendar for group guidance and counseling activities. Yes____ No____

Indicator 10. Plan and conduct group guidance and counseling throughout the school year. Yes____ No____

COUNSELOR EVALUATION
TRAINING MATERIAL

COMPETENCY IV. Coordinate student appraisal.

PRINCIPAL: Please tell me how you coordinate student appraisal.

COUNSELOR: I check the report cards at the end of the grading term. I have a cumulative record on each student. Test scores and term grades are posted on the cumulative record. I review test scores and other student information to identify students who may have special needs. When parents call I review the report card with them and schedule a teacher-parent conference when requested. Student appraisal is a very important topic in my guidance department.

- Indicator 11. Coordinate maintenance of student records. Yes ____ No ____
- Indicator 12. Coordinate or assist with individual and group testing. Yes ____ No ____
- Indicator 13. Interpret student information. Yes ____ No ____
- Indicator 14. Identify students with special needs. Yes ____ No ____
- Indicator 15. Review student progress at the end of each grading period. Yes ____ No ____

COUNSELOR EVALUATION
TRAINING MATERIAL

COMPETENCY V. Assist students with career development and planning.

PRINCIPAL: What do you see as your role in helping students with career development?

COUNSELOR: I conduct individual and group sessions in order to provide career information. In addition, students make career plans based on results of interest inventories and aptitude tests. Near the end of each year, I coordinate a college and career day. Remember, the mayor came last year.

PRINCIPAL: Show me your schedule of group sessions which you have conducted.

COUNSELOR: (Brings out folder.) This is my schedule for the last group activity which I led with Mrs. Thompson's math classes. The second page contains the outline and goals for the session.

PRINCIPAL: How do you help students plan for the future?

COUNSELOR: After exploring interest, abilities, and various careers, I help them coordinate subject selection with their career plans.

PRINCIPAL: I deal with students who find it difficult to adjust from the feeder schools to ours. What have you done to make this a smooth transition?

COUNSELOR: I conduct orientation and individual counseling sessions with students who have problems adjusting. I recall six such cases last fall.

Indicator 16. Provide career information.

Yes _____ No _____

Indicator 17. Assist students in self-awareness.

Yes _____ No _____

Indicator 18. Explore long-range educational and career plans.

Yes _____ No _____

COUNSELOR EVALUATION
TRAINING MATERIAL

COMPETENCY VI. Provide students with educational planning.

PRINCIPAL: How have you provided students with educational planning?

COUNSELOR: The planned group guidance activities and individual sessions are scheduled on my guidance calendar at the beginning of the year. For example, on January 23, each grade level came to the auditorium to receive subject choice card information and copies of the curriculum guide. The students were told to take their copy of the subject choice card home for parent approval and to return the cards by the end of the week. After the large group sessions, individual conferences were held for students needing additional information and/or for special needs, and the necessary paper work was completed.

PRINCIPAL: How do you plan to notify the parents and adjust the students' schedules if they do not satisfactorily complete the courses in which they are presently enrolled?

COUNSELOR: The parents will receive report cards each term and contacts will be made during the school year. But at the end of the 3rd term the parents will be notified that the student is in danger of failing the course. At the end of the year, the final report card will be sent to the parents. Students and parents will be contacted and given information about summer school possibilities and schedules will be corrected.

Indicator 19. Conduct group information sessions on subject selection. Yes _____ No _____

Indicator 20. Conduct individual guidance sessions on subject selection. Yes _____ No _____

Indicator 21. Communicate with parents on student progress. Yes _____ No _____

Indicator 22. Assist in educational planning of students with identified needs. Yes _____ No _____

COUNSELOR EVALUATION
TRAINING MATERIAL

COMPETENCY VII: Assist with referrals.

PRINCIPAL: I would like to discuss the way in which you have handled referrals.

COUNSELOR: Good! I have developed this list and description of various resources which I use in our community. I have found many of these to be of help with students with special problems or needs.

PRINCIPAL: How do you help parents and teachers use these agencies?

COUNSELOR: In addition to providing services to students myself upon referral, I frequently call and arrange appointments with outside agencies. This log of referrals indicates the way in which I have assisted individuals during the past year. Copies of my referral list are provided to parents for their use and to teachers for selecting speakers as resource persons in classes and other school activities.

PRINCIPAL: How do you determine which agencies to use for referrals?

COUNSELOR: I'm glad you asked that. I use the needs assessment to determine the resources needed by our students and work with special education teachers, the Guidance Committee, the Chamber of Commerce, and other community leaders to identify referral agencies for our list. Also, parents give good feedback information. Additionally, I work with the special education staff with referrals.

Indicator 23. Act upon referrals from students, teachers, other professional staff, parents, and agencies.

Yes _____ No _____

Indicator 24: Assist special education staff with student referrals.

Yes _____ No _____

Indicator 25: Utilize community resources and agencies in providing services.

Yes _____ No _____

Indicator 26: Assist students, parents and teachers in making use of community resources.

Yes _____ No _____

COUNSELOR EVALUATION
TRAINING MATERIAL

COMPETENCY VIII. Assist in the placement of students in the appropriate educational program and/or job.

PRINCIPAL: Tell me about some of the activities that you conduct to help students with educational and job placement.

COUNSELOR: I really do not have time to help students with educational and job placement. Vocational educators should be responsible for job placement. I depend on classroom teachers to help students with educational planning.

PRINCIPAL: How do you assist students with special needs?

∞ COUNSELOR: Since most students with special needs have physical handicaps, I usually depend on the school nurse to identify these problems. Sometimes we ask our school psychologist for assistance.

Indicator 27. Assist in appropriate placement of students with special needs. Yes____ No____

Indicator 28. Provide individual and group guidance for students in course and activity placement. Yes____ No____

Indicator 29. Assist in grouping students for instructional purposes. Yes____ No____

Indicator 30. Coordinate activities to assist students in preparing for job placement. Yes____ No____

COUNSELOR EVALUATION
TRAINING MATERIAL

COMPETENCY IX. Consult with students, teachers, parents, administrators, and other appropriate individuals.

PRINCIPAL: I have observed that a significant amount of your time is spent consulting with students, teachers, parents, administrators, and other appropriate individuals. How do you do this?

COUNSELOR: When families share problems, they are made aware of sources of help as well as written resources provided or recommended. In my daily schedule, I leave 4th period available for students, teachers, and administrators who desire to consult with me. A phone log is kept that shows the telephone contacts I make. This also serves as a reminder to follow-up. Forms are provided for teacher and administrator referrals. There is a space for counselor feedback that I share with the referring individual before the form is filed as part of my counseling records.

Indicator 31. Work with the family concerning home situations that relate to school attitude and performance. Yes _____ No _____

Indicator 32. Work with teachers, administrators, and other staff regarding student attitude, progress, attendance, etc. Yes _____ No _____

COUNSELOR EVALUATION
TRAINING MATERIAL

COMPETENCY X. Coordinate program evaluation.

PRINCIPAL: Would you tell me about your program evaluation?

COUNSELOR: This is a hard one for me! I did run into some of the college students who were home during the summer. All of these students said they were glad to see me and that they had had a good year in college. Since most of our students went to college I felt that this was good enough for a follow-up.

PRINCIPAL: What else have you done?

COUNSELOR: I really do not like research! But, I did a survey of teachers', parents', and students' perceptions of the guidance program last spring. I have a report for you which shows that there are several areas which need attention. These include: small groups, interpretation of test results, and academic and career counseling. Special plans will be made in next year's guidance program to include these areas. From this survey we seemed to be doing a good job with individual and crisis-related counseling.

Indicator 33. Conduct follow-up of students.

Yes _____ No _____

Indicator 34. Evaluate the guidance program.

Yes _____ No _____

Indicator 35. Revise program periodically as needed.

Yes _____ No _____

COUNSELOR EVALUATION
TRAINING MATERIAL

COMPETENCY XI. Demonstrate professionalism.

PRINCIPAL: How have you been involved in professional growth and development?

COUNSELOR: As a member of the Mississippi Counseling Association, I attended the annual conference and participated in the meetings and training sessions. Our regional Counseling Association sponsored a meeting related to recent changes in testing in which I presented information concerning the new achievement test. Although I am familiar with school policies and the ethical standards of AACD and try to conduct my program in accordance with these documents, I have copies for reference should a question arise.

PRINCIPAL: When I sign the memos that you send to parents and students I make sure to read for correct use of grammar and also for clear, concise information. You do an excellent job in both of these areas. I am also pleased with your presentations at the faculty meetings.

COUNSELOR: I feel that it is important to demonstrate what we expect of our students.

Indicator 36. Use correct oral and written communication.

Yes____ No____

Indicator 37. Adhere to board/school policies.

Yes____ No____

Indicator 38. Adhere to the Ethical Standards of the American Association for Counseling and Development.

Yes____ No____